DOCUMENT RESUME

ED 154 085 UD 018 203

AUTHOR Matejisik, Elfriede
TITLE Teaching Strategies for the Disadvantaged Student and Their Use by Teachers in Business Education in Selected Ohio Inner City High Schools.
PUB DATE Mar 78
NOTE 17p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Business Education; *Business Education Teachers; *Critical Incidents Method; Disadvantaged Groups; *Educationally Disadvantaged; Educational Problems; *Inner City; Negative Attitudes; Senior High Schools; *Teaching Methods; Teaching Models; Teaching Techniques
IDENTIFIERS *Ohio

ABSTRACT

The negative reaction to the disadvantaged in the United States is discussed in the light of the Protestant ethic in this paper based on the author's dissertation. The question "Who are the disadvantaged and what sets them apart from the rest of American society?" is addressed. The extent to which business education teachers employ selected recommended teaching strategies when confronted with the educational problems of disadvantaged students in their classes is examined. As part of the investigation of the problem, the following areas are discussed: (1) the extent to which the specific teaching strategies business education teachers use coincide with those suggested in the literature; and (2) the critical requirements for business education teachers instructing classes in which the majority of students are disadvantaged. An adaptation of the critical incidents technique developed by Flanagan is employed as methodology for the study. (Author/MC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154085

F

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: UD SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. CE

TEACHING STRATEGIES FOR THE DISADVANTAGED STUDENT AND THEIR USE BY TEACHERS IN BUSINESS EDUCATION IN SELECTED OHIO INNER CITY HIGH SCHOOLS

by

Elfriede Matejisik, Ph.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elfriede Matejisik
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Sheraton (Huron, Second Floor)
2:15 - 3:45 P.M.

33.02/ RESEARCH IN BUSINESS EDUCATION
(Paper presentation, SIG/Research in Business Education)

UD018203

TEACHING STRATEGIES FOR THE DISADVANTAGED STUDENT AND THEIR USE BY TEACHERS IN BUSINESS EDUCATION IN SELECTED OHIO INNER CITY HIGH SCHOOLS

by

Elfriede Matejisik, Ph.D.

Introduction

The Bible tells us: "The poor ye have always with you" (The Holy Bible: John 12:8). From this statement an inference is often made that whatever can be done to obliterate human need will do as much good as the proverbial drop of water on a hot stone. Though according to Judeo-Christian philosophy an awareness will grow that such a conclusion is hardly in keeping with principles of neighborly love and self-denial, the negative reaction toward the disadvantaged in the United States today may be better understood in the light of past history of the foundations of the protestant ethic on which this country was built.

Traditional Calvinist doctrine equated poverty and failure with sin. A small but quite influential group of protestant clergymen and lay thinkers did break from institutional protestantism's social conservatism and pioneered in implementing the social gospel. However, in the main, culturebound Christianity embraced the rising industrialist, drained the aspiring rich

of conscience, and confused or pacified the poor.

The spirit of capitalism referred to by Weber designated the beliefs and values people developed as the capitalistic economy evolved. According to Benjamin Franklin, the ideal of the honest man was one who regarded time as money, worked hard and had good credit.

This philosophy finds support by Martin Luther who regarded one's duty to work as an outward expression of brotherly love, because one's specialized tasks of work produced goods for other individuals and vice versa. Weber also pointed to Calvinism with its doctrine of predestination that taught that only a small proportion of all individuals were chosen for eternal grace, irrevocably. Lack of self-confidence was thought to have resulted from insufficient faith. The way to acquire selfconfidence was by intense activity. Work alone was considered to disperse religious doubts and to provide the certainty of grace. According to Calvin, as mentioned by Bell (1957:25-27), God helps those who help themselves.

Hodgkinson (1967:134) suggests that the protestant work ethic was unquestionably a good device for educational motivation in a time of scarcity. It provides an inducement for the very able to move upward economically, but it also implied that those who did not move up were failures. The striking divergence within the Judeo-Christian ethic that recognized on the one hand the worth and dignity of the individual and, on the other hand, gave rise to a self-righteous certitude and intolerance, cannot be ignored by the educator (Fulton, 1972:80).

Therefore, the question might be asked: Who are the disadvantaged and what sets them apart from the rest of American society? According to Webster (1974:324), they are in "an unfavorable, inferior, or prejudicial condition," since they lack basic resources or conditions, such as adequate housing, medical and educational facilities, and civil rights that are believed to be necessary for an equal position in society. They are also described as "deprived and underprivileged (as in culture, economic, and social matters)" (Webster, 1974:324).

In educational literature, the terms "disadvantaged" and "deprived" are sometimes used interchangeably (Blanchard, 1967: 34), designating that something has been taken away or withheld, such as the necessities of life or the healthful environmental influences (Webster, 1974:305). They are kept from or denied the possession or enjoyment of something that should have been rightfully theirs (The American Heritage Dictionary of the English Language, 1973:355). Some students of more affluent or "advantaged" background may also be disadvantaged, having experienced overprotection at home, for instance; thus, not knowing what life is all about, they may cause trouble in the classroom (McMillan, 1969:20; Williams R. A., 1972:32). In this study, however, the author concentrated on inner-city young people whose educational problems were caused mainly by a spectrum of sociological determined factors in their immediate environment.

Disadvantaged students come in all sizes, shapes, and colors (Stromberg, 1972:35). They may be found in every geographical area of this country but often are concentrated

in certain pockets of large cities (Frost, 1967:D-1).

Since the publication of The Culturally Deprived Child (Riessman, 1962b), the term "culturally deprived" has been much criticized and has been revised to "disadvantaged." The term "disadvantaged" was thought to be more unbiased and accurate (Tate, 1971:1-2).

Dawson (1969:9) speaks about a "culture of poverty." Being entirely different from the culture of the middle class, it, like any culture, has its own language, customs, values, and attitudes, which are seldom taken into consideration in the school environment and which tend to elicit judgment rather than understanding. Ornstein (1972:286) and Fifield (1972/73:164-167) as well as others suggest that teacher expectations are based on their own cultural background, which presupposes middle class standards of value (Calinger, 1970:88; Lisbonbee, 1963:18; Johnson, 1968:86; Schueler, 1965:177-179). According to Blanchard (1967:1), teachers bring to their classrooms and to their relationship with students a whole set of personal attitudes and biases which may or may not fit the particular individual in a given situation. Some educators, constituting recent arrivals to their own class standing, as emphasized by Johnson (1968:86), are not even eager to relate to these students, as the young people's faces might be an only too constant reminder of their own not too distant past. When expecting bright, eager, energetic looking faces yearning for all the knowledge they can receive, teachers are highly disappointed when they meet discipline problems instead (Williams, R. A., 1972:31). Inattentive, defiant, uncooperative in bringing

the necessary tools to class, their charges seem to have no intention of attempting to take part in class activities and of tackling their assignments (Thompson, 1964:5).

The teacher's reaction to his students' responses will often be one of shock and disbelief (Tate, 1971:iii). He may find that, although the students regard him as a symbol of authority, they may not necessarily respect this authority. Respect is not something the teacher can demand; it not only will have to be earned but also reciprocated. Talking with students on their own level, asking students' opinions and listening to their responses with genuine interest may go a long way towards mutual understanding. Students, especially disadvantaged young people, are quick to recognize hypocrisy (Huffman, 1969:35).

Frost (1967) and Fantini (1968:14) tell us that disadvantaged children entering school for the first time move into a world very strange for them. Not only are they not ready for the schools, the schools are not ready for them.

According to Goodman (1965:30), the child from a depressed socio-economic environment may hate himself for being born into this environment. When too many undesirable feelings are experienced, he likely comes to build negative attitudes toward himself, other persons and things (Blanchard, 1967:35).
The background of the disadvantaged youngster will include limited educational tradition (Reiff, 1969:329). The parents' negative appraisal of the school establishment may well be a reflection of their own failure, and even though quite aware of at least the economic value of an education, their own lack

of ability to succeed will frequently find expression in distrust (Kushner, 1971:113), and the situation is likely to get worse rather than better as the child progresses up the educational ladder (Reiff, 1969:329; Tate, 1971:11).

These young people are deficient in what might be called "school know-how." The middle class child is frequently taught by his parents and general environment to anticipate the school's expectations. By contrast, the deprived child is left in the dark (Riessman, 1966:53).

Low achievers are not necessarily dull students (Amos, 1970: 15; Wood, 1970:155). Many such students have highly alert minds, but, having suffered some disfranchisement, they react by adverse school deportment, achievement, or attendance. Marburger, as quoted by Barbour (1967:49), suggests, too, that the culturally deprived child often has ability levels which indicate he could perform well if he were interested in what the school had to offer him.

Thompson (1964:5) also assures that these young people are not abnormal individuals. They do possess the usual characteristics and desires of children of their age and they do want very much to succeed. They also expect to work and earn a living but may lack the necessary drive to force themselves to perform school tasks. Many positive characteristics have developed out of coping with a difficult environment. The struggle for survival has developed assets in these boys and girls that are seldom recognized by the teacher. Outside the school, the trying apathy disappears. Having learned the necessity of self-defense at an early

age, the disadvantaged youngster acts quickly and decisively in street and home play (Educating Disadvantaged Children in the Middle Grades, 1965:9). In his street gangs, he is ingenious and resourceful in pursuing self-selected goals and in copying with very difficult and complex situations in his young life. Within this framework, he is also capable of meaningful and loyal personal relationships and operates with an ingroup morality which surpasses that of some of the more privileged segments of society (Gordon, 1966:15).

Garmes and Smith (1970:305) are convinced that through education the poor effects of a deprived environment might be overcome. As the disadvantaged members of our society as a group or as individuals are becoming more aware and vocal about what they are missing, educators should welcome this concern (Fifield and Bartholme, 1972/73:164; Schuler, 1965:164).

Purpose and Procedures

The purpose of this study was to bring to business educators and educators in general a deeper awareness of specific teaching strategies that might help these disadvantaged young people succeed within a business education context and in the world of work at large. The researcher sought to find an answer to the question: To what extent do business education teachers employ selected recommended teaching strategies when confronted with the educational problems of the disadvantaged student in their classes?

In order to investigate the problem, she tried to answer the following questions: 1. To what extent do those specific traching strategies employed by business education teachers dealing with

the disadvantaged coincide with those suggested in the literature dealing with the educational problem of the disadvantaged student? 2. What are the critical requirements for business education teachers instructing classes of which the majority of the students is disadvantaged?

An analysis of the major teaching strategies advocated throughout the reviewed educational literature on the disadvantaged produced a list of 56 suggested teaching behaviors.

An adaptation of the critical incident technique developed by Flanagan was employed to obtain critical incident reports from fifty business educators of selected inner-city high schools of Cleveland and Toledo, Ohio. Interviews with those business educators provided 92 useable critical incident reports involving disadvantaged students from which 282 critical behaviors were abstracted and classified into 46 categories. To validate this categorization, the researcher used Cohen's variation of the Scott coefficient. This procedure employed seven judges (including the researcher), resulting in a coefficient of 74 per cent.

A comparison between the teaching strategies compiled from the literature and those employed by the selected business educators was accomplished by consecutively numbering all the strategies derived from the literature from 1 through 56. These behaviors were then matched with the 46 categories established from the critical behaviors of the business educators.

Fourteen critical requirements for business education teachers instructing classes, of which the majority of the students were disadvantaged, were arrived at by grouping a minimum

of three similar behaviors derived from five different business educators. Behaviors grouped under the same category and reported by the same teacher were counted as one behavior. On the basis of this grouping, a total of 230 behaviors were abstracted from the original 282.

Major Findings and Conclusions

On the basis of this survey and analysis of teacher behaviors business educators in selected inner-city high schools in two major cities of Ohio were found to be aware of and to utilize all teaching strategies suggested in the educational literature dealing with the disadvantaged.

A comparison of the literature suggested teaching strategies compiled from the literature with the categorizations of the teacher behaviors derived from the critical incidents showed agreement in all but one major area, namely Conferences and Referrals.

The 282 critical behaviors deduced from the critical incidents were reduced to 14 critical requirements based on a minimum of three similar behaviors from five different business educators:

Area I. Teacher's Attitude

Demonstrates positive teacher-student relationship:

1. Expresses concern for the student

   a. talks with student individually
   b. shows concern for student's personal problems
   c. shows concern for student's academic problems

2. Demonstrates respect for the student

   a. tries to gain his friendship
   b. employs student as a teacher-helper
   c. expresses confidence in student's ability to do well

3. Encourages the student

   a. urges regular attendance
   b. admonishes him to try to do better
   c. stresses positive aspects of student's ethnicity

4. Expresses disapproval

   a. threatens and gives negative commands
   b. punishes and uses force
   c. ridicules and mistrusts

Area II. Individualized Instruction

5. Establishes a 1:1 teacher-student ratio

   a. works with the student individually
   b. designs special instructional materials and projects
   c. supervises student personally

6. Makes special allowances

   a. arranges for additional work or study time
   b. assigns remedial and make-up work
   c. provides additional teaching equipment
   d. schedules special rest periods

7. Reinforces student's positive responses

   a. acknowledges correct behavior
   b. praises successful efforts
   c. ignores negative behavior

8. Permits the student to work on his own

   a. allows him towork on his own level
   b. uses packaged learning materials
   c. allows the student to work at his own pace

Area III. Conferences and Referrals

9. Elicits cooperation and/or decisive action on the part of the consultant

   a. seeks cooperation and/or decisive action of parents
   b. seeks cooperation and/or decisive action of the administration
   c. seeks cooperation and/or decisive action of the counseling department

Area IV. Job Preparation

Prepares student for the world of work

10. Acquaints student with actual working practices and expectations

    a. provides actual job information
    b. explains and uses official forms
    c. invites guest speakers and former students

11. Provides work experiences for the student

    a. arranges for work experiences not specifically related to classroom instruction
    b. involves student in simulated work experiences within the classroom
    c. correlates vocational training with planned on-the-job experiences

Area V. Peer Involvement

12. Involves members of the class in the teaching process of a specific disadvantaged student

    a. requests their help with a particular problem
    b. employs one or more pupils to help the student with his work
    c. solicits the verbal support of the peer group

Area VI. Structure

Did not result in a critical requirement in a specific teaching situation, because this group showed only two similar behaviors instead of the required three.

Area VII. Manipulation of the Environment

13. Endeavors to change the physical environment and/or facilities of the disadvantaged student

    a. manipulates the position of the classroom furniture or seating arrangements
    b. changes the position of certain aspects of the hardware for teaching purposes
    c. manipulates assignments to specific locations for the educational benefit of the student

Area VIII. Multi-Media

14. Employs multi-media that helps disadvantaged student

a. uses audio-visual teaching aids
b. uses educational hardware
c. uses the news media representing minority groups

These requirements are critical in the sense that each behavior has been regarded by the business educator as important in differentiating between success or failure of a student in a given situation. They are representative for the two groups surveyed in Ohio. The critical requirements should not be taken to be inclusive of all the necessary requirements of a business educator in an inner-city situation but rather be regarded as a basis on which the educator may build.

LIST OF REFERENCES

The American Heritage Dictionary of the English Language. W. Morris (Ed.) Boston, Mass.: American Heritage Publishing Co., Inc., & Houghton Mifflin Co., 1973.

Amos, J., "Education, Psychological and Social Aspects of Disadvantaged Youth." In O. G. Mink & B. A. Kaplan (Eds.) America's Problem Youth, Education and Guidance of the Disadvantaged. Scranton, Penna.: International Textbook Co., 1970.

Barbour, B. F. A comparison of Two Methods of Teaching Reading to Culturally Disadvantaged Students. Doctoral Dissertation, Syracus University, Syracus, New York, 1967.

Bell, D. "The Protestant Ethic and the Spirit of Capitalism--Max Weber." In A. Leland (Ed.) Organizations and Human Behavior. Englewood Cliffs, J. J.: Prentice Hall, Inc., 1957.

Blanchard, W. Inner City Providence: Implications for Education. Attachment 2. Providence Public Schools, R. I., Rhode Island College, Providence, R. T., 1967.

Brownell, S. "Teaching the Child from the Disadvantaged Neighborhood: The Journal of Teacher Education, 1965, 26 (2), 180-183.

Calinger, W. M. The Disadvantaged Child. Doctoral Dissertation. The Ohio State University, Columbus, Ohio, 1970.

Dawson, K. E. and Holston, H. H. The Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. Hampton Institute, Hampton, Virginia, 1966.

Fantini, D. & Weinstein, G. The Disadvantaged, Challenge to Education. New York: Harper & Row, 1968.

Fifield, M. G. & Bartholone, L. W. "Teaching the Disadvantaged." The Balance Sheet, 1972/73, 54 (3), 164-167.

Frost, J. L. "Educational Media and the Inhuman Condition." A Study of the Concentration of Educational Media Resources to Assist in Certain Education Programs of National Concern, Part I: Education of the Culturally Disadvantaged. Washington D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1967.

Fulton, R. "The Negro Child and Public Education." In W. W. Brickman & S. Lehrer (Eds.) Education and the Many Faces of the Disadvantaged. Cultural and Historical Perspectives. New York: John Wiley & Sons, Inc., 1972.

Garnes, W. I. and Smith, M. C. "Educational Need and Its Application to State School Finance." The Journal of Human Resources, 1970 5 (3), 304-317.

Goodman, T. Instructional Programs in Secondary Schools Serving Contrasting Socioeconomic Areas in Large Cities. Columbus, Ohio: Research Foundation, The Ohio State University, 1965.

Gordon, E. W. & Wilkerson, D. A. Compensatory Education for the Disadvantaged. New York: College Entrance Examination Board, 1966.

Hodgkinson, H. L. Education, Interaction, and Social Change. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Johnson, H. A. "Multimedia and Innovative Techniques for Educating Teachers of the Disadvantaged." The Journal of Teacher Education, 1968, 19 (1), 85-90.

Kushner, J. "The Inner City Business Education Guidance Program." In I. A. Krey & L. E. Feinberg (Eds.) Modern Guidance in Business Education. The Eastern Business Teacher Association Yearbook. New York: Eastern Business Teachers Association, 1971, 44, 112-127.

Leacock, E. "Education, Socialization, and 'The Culture of Poverty.'" In A. F. Rubinstein (Ed.) Schools Against Children, The Case for Community Control. New York, N.Y.: Monthly Review Press, 1970.

Lisbonbee, L. Teaching Science to the Disadvantaged Pupil. Boulder, Colorado: University of Colorado, 1963.

McMillan, G. E. "Teaching Bookkeeping to Disadvantaged Students." Business Education Forum, 1969, 23 (5), 20-21.

Ornstein, A. C. "Reaching the Disadvantaged." In W. W. Brickman & S. Lehrer (Eds.) Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives. New York: John Wiley & Sons, Inc., 1972.

Reiff, R. "The Beginning Teacher and the Disadvantaged Child." Journal of Business Education, 1969, 44 (8), 329-330.

Riessman, F. The Culturally Deprived Child. New York: Harper & Row, 1962.

Riessman F. "The Culture of the Underprivileged." In S. W. Webster (Ed.) Knowing the Disadvantaged, Part I. The Disadvantaged Learner. San Francisco, Calif.: Chandler Publishing Co., 1966.

Schueler, H. "The Teacher of the Disadvantaged." The Journal of Teacher Education, 1965, 26 (2), 174-180.

Schultheis, R. "Emerging Concepts in the Education of Disadvantaged Youth." National Business Education Quarterly, 1970, 38 (4), 33-40.

Smith, J. W. & Jamison, A. L. (Eds.) The Shaping of American Religion. Princeton, N. J.: Princeton University Press, 1961.

Stromberg, S. "Teaching Business Skills to the Disadvantaged." Business Education Forum, 1972, 27 (3), 35-38.

Tate, E. J. Teaching the Disadvantaged. Palo Alto, Calif.: Peek Publications, 1971.

Thompson, E. D. and others. Suggestions for Teaching Business Pupils of Different Ability Levels with Special Emphasis on Pupils Experiencing Difficulty. Albany, N.Y.: The State Education Department, Bureau of Business and Distributive Education, 1964.

Webster's New Collegiate Dictionary. H. B. Wolf (Ed.) Springfield, Mass.: G. & C. Merriam Co., 1974.

Williams, R. A. "The Beginning Teacher: Your Students May Be Disadvantaged." Business Education Forum, 1972, 27 (3), 31-32.

Wood, M. W. "Special Education Needs of the Disadvantaged Student." The Emerging Content and Structure of Business Education. In R. G. Price, C. R. Hopkins & M. Klaurens (Eds.) National Business Education Yearbook. Washington, D.C.: National Business Education Association, 1970 (8), 154-162.